

**THE TEACHERS' TECHNIQUES IN STIMULATING STUDENTS'
IDEAS IN PROCESS OF WRITING ENGLISH
AT MADRASAH ALIYAH AS-SHOHWAH
ISLAMIYAH UJUNGBATU**



By

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1431 H/2010 M**

ABSTRACT

Sani Asro (2010) : *The Teachers' Techniques in Stimulating Students' Ideas in Process of Writing English at MA As-Shohwah Islamiyah Ujungbatu.*

The purpose of this research is to know how are the teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu.

The subject of this research was the English teachers of MA As-Shohwah Islamiyah Ujungbatu. While, the object of this research was the teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu, the data were collected by using observation.

Meanwhile, the problem is formulated as: "How are the teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu?"

While, there are some techniques are implemented by the English teachers of Ma As-Shohwah Islamiyah Ujungbatu in stimulating students' ideas in process of writing English, they are:

1. The teacher creates students motivation in writing subject.
2. The teacher explains about the steps of writing English.

To know the percentage, the writer uses formula:

$$P = \frac{F}{N} \times 100\%$$

Based on the data analysis, it can be concluded that the techniques implemented by the English teachers of MA As-Shohwah Islamiyah Ujungbatu in stimulating students' ideas in process of writing English is "less". This can be seen from the percentage of the teachers' techniques that is acquired 55%.

ABSTRAK

Sani Asro (2010) : *Tekhnik-Tekhnik Guru dalam Membangkitkan Ide-Ide Siswa dalam Proses Menulis Bahasa Inggris di MA As-Shohwah Islamiyah Ujungbatu.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana teknik guru Bahasa Inggris di MA As-Shohwah Islamiyah Ujungbatu dalam membangkitkan ide-ide siswa dalam proses menulis Bahasa Inggris.

Subjek dari penelitian ini adalah para guru Bahasa Inggris di MA As-Shohwah Islamiyah Ujungbatu. Sedangkan objek dari penelitian ini adalah teknik guru dalam membangkitkan ide-ide siswa mereka dalam proses menulis Bahasa Inggris. Adapun cara pengumpulan datanya adalah dengan menggunakan observasi.

Adapun permasalahan pada penelitian ini diformulasikan sebagai berikut: “ Bagaimana teknik guru dalam membangkitkan ide-ide siswa dalam proses menulis Bahasa Inggris di MA As-Shohwah Islamiyah Ujungbatu?”

Dari data yang diperoleh, ada beberapa teknik yang digunakan oleh guru Bahasa Inggris di MA As-shohwah Islamiyah Ujungbatu dalam membangkitkan ide-ide siswa dalam proses menulis Bahasa Inggris:

1. Guru memberikan motivasi kepada siswa untuk menulis dalam Bahasa Inggris.
2. Guru menjelaskan tentang step-step untuk menulis dalam Bahasa Inggris.

Untuk mengetahui persentasi, penulis menggunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Berdasarkan data analisis, teknik yang digunakan oleh guru Bahasa Inggris di MA As-Shohwah Islamiyah Ujungbatu dalam membangkitkan ide-ide siswa dalam proses menulis Bahasa Inggris adalah “kurang”. Hal ini dibuktikan dari hasil persentasi yaitu 55%.

الملاخص

سنى عسرا (٢٠١٠): طريقة المدرسين في نحضة الفكرة الطلاب للكتابة في الإنجليزية في المدرسة العالية الصحوة الإسلامية اوجوع باتو.

اهداف هذا البحث لتبحيث طريقة المدرسين في نحضة الفكرة الطلاب للكتابة في الإنجليزية في المدرسة العالية الصحوة الإسلامية اوجوع باتو. مبحوث هذا البحث هو مدرس بدرس الإنجليزية في المدرسة العالية الصحوة الإسلامية اوجوع باتو. أما التقنيات في جمع البيانات فهي: بإستعمال الأسئلة و مراقبة. أما المشكلات في هذا البحث فكما تلى: ” كيف طريقة المدرسين في نحضة الفكرة الطلاب للكتابة في الإنجليزية في المدرسة العالية الصحوة الإسلامية اوجوع باتو؟“

من البيانات الموجودة, هناك طريقة المدرسين في نحضة الفكرة الطلاب للكتابة في اللغة الإنجليزية في المدرسة العالية الصحوة الإسلامية اوجوع باتو:
١. اعطى المدرسون الرغبة في الطلاب للكتابة في اللغة الإنجليزية
٢. شرح المدرسون عن القواعد للكتابة في اللغة الإنجليزية
لمعرفة الماثوية, الباحثة إستعملت الرموز كما يلى

$$P = \frac{F}{N} \times 100\%$$

من تحليل البيانات, طريقة المدرسين في نحضة الفكرة الطلاب للكتابة في اللغة الإنجليزية في المدرسة العالية الصحوة الإسلامية اوجوع باتو "ناقس" هذا يدل من الحاصل وجد يعنى 55%.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that should be mastered by students after mastering listening, speaking, and reading. Paulstone and Brudder (1976:203) writing as the last of the four language skills of listening, speaking, reading, and writing. As one of the language skills, writing is a significant part of a language that is very mysterious and exciting. Writing is a productive skill. A productive skill is difficult, because we require more effort to produce and perform our ability in language. So, it needs a process and much practice to develop this skill. According to Elizabeth et.al (1984: 4) we have tried to make the process as painless as possible, but writing is seldom easy because it requires precision.

Therefore, in term of writing, no one can be perfect in producing his/her draft at once. Writing, particularly academic writing is not an easy work. The writer should have ability how to express his/her ideas and how to organize and also how to apply the mechanics of writing. Hughey et al (1983:34) through writing we express our ideas, our plans our recommendations, our values, and our commitments. We explain to others who we are, what we believe and understand, and why we believe and understand as we do. In addition, Jacob et al (1981: 92-96) there are five components of writing such as: content, organization,

vocabulary, language use, and mechanics. For novice learners of English, it is important to note that writing is a process, not a product.

Besides, in writing writer needs to know: what they are writing about (a subject), who they are writing to (an audience), and why they are writing (a purpose). Expressing ideas when we write is not easy. We need to concentrate and focus to the topic. Besides, we need stimulus from the others people so that we can express our feeling in written language. According to Hughey et al (1983:33), writing can and should be a stimulating, challenging activity central to all learning and development.

The main aim of writing is to express the ideas by using written language or so that students have English writing ability. Writing ability is the ability of a person to express his/her ideas, feelings, or something in his/her minds to others by using written language. In addition, graves et al (2001: 420) we use writing as a vehicle to learn about something or understand it. Writing skill involves the way to write a paragraph or essay, and to express ideas that come from our mind, but it is difficult to be a good writer. According to Simon & Schuster (1998:8) good writing does not happen overnight, it involves a process. Therefore, the writing process is indeed important.

Teacher is one of the important components in teaching and learning process. All of activities in the classroom are dominantly are driven by teachers. The success or not in teaching and learning process is depending on the teacher in managing teaching and learning process. As an important component, teacher must be able to be a good person among his/her students. According to Jeremy

Harmer (1998: 1) there are some characteristics of a good teacher. They are as follows:

1. They should make their lesson interesting.
2. A teacher must love her job.
3. A good teacher is an entertainer.
4. A good teacher is somebody who has an affinity with the students that they are teaching.
5. A good teacher should try and draw out the quiet ones and control the more talkative ones.
6. Teacher should be able to correct people without offending them.
7. A good teacher is someone who helps rather than shouts.

MA As-Shohwah Islamiyah Ujungbatu is one of Privates MA that is located in Ujungbatu. In MA As-Shohwah Islamiyah Ujungbatu, English has been well known by students. It can be seen from curriculum used and time allocated. The curriculum used in MA As-Shohwah Islamiyah is SBCD (School Based Curriculum Development). It has been applied since 2007 until now. SBCD is a curriculum in which school or an institution has an authority to implement system of learning and teaching activity for particular lesson or subject. English teaching and learning process in this curriculum is allocated 2 meeting in a week (Kurikulum Tingkat Satuan Pendidikan, 2007: 11,13). English teacher has allocated the time for writing two times in a month. The English teacher of MA As-Shohwah Islamiyah Ujungbatu uses the technique in teaching writing such students are asked to write as fast as they can; asking the students not to worry

about spelling, punctuation, erasing, mistakes, or finding the exact words: just write without stopping on until the words needed come or until the students do not have more ideas to write.

In fact, there are some students who cannot write in English because they do not know what they will write about. They cannot know how to express their feelings in written language. There are some common problems in writing subject. They are having difficulties in finding the right vocabulary, using the correct grammar, stating their opinions and many others. However, the most frequent problem often encountered by the students is difficulties in eliciting ideas. Another possible problem is the lack of explicitness when expressing the ideas. Students sometimes are not able to express clearly what they want to say.

Thus, we know that ability to write in English is important for the students because, after graduating, they are expected to be teachers, and they can transfer their knowledge and English writing skill, but we often hear that students get difficulties in writing especially in expressing their ideas. Actually, we believe that writing can also be a challenging, and exciting in English lesson for both teacher and students.

Based on the ideas mentioned above, the writer also has found phenomena at MA As-Shohwah Islamiyah Ujungbatu in writing subject that are related to this topic of research. The phenomena are:

1. The English teacher uses the various activities in writing subject.
2. The English teacher prepares the good and interest topic for the writing subject.

3. The English teacher lacks of ability to make class writing comfortable for the students.
4. The English teacher tries to make students interested for writing subject.

Based on the phenomena above, the writer is interested to do a research entitled: “The Techniques of Teacher in Stimulating Students’ Ideas in Process of Writing English at MA As-Shohwah Islamiyah Ujungbatu.”

B. Definition of Terms

In order to avoid misunderstanding, it is necessary to define some terms are used in this research:

1. Techniques

Techniques are method of doing or performing something (Hornby, 1995: 1226). It means, techniques are the methods that are used by the English teachers in stimulating students’ ideas in process of writing English.

2. Stimulating

Stimulating means making somebody more alert and active (Hornby, 1995: 1172). It means, stimulating is matters that make someone more than excited to do something.

3. Ideas

Ideas are used in exclamations to indicate that what has been suggested (Hornby, 1995:588). In this research, ideas are something that come from people’s thinking. That means ideas are the result of our mind.

4. Writing

Writing means the activity or occupation of writing (Hornby, 1995:1383). It means writing is a activity that is done by a writer to express his/her feelings or ideas in written language.

C. Problems

Based on the background above, students' ability in writing English at MA As-Shohwah Islamiyah Ujungbatu is still low. On the other words, students' MA As-Shohwah Islamiyah Ujungbatu still have problems in writing subject. The problems can come from themselves, can come from the teacher, and can come from writing subject itself. So, to make the problems are more clearly, the writer will identify the problems as follows:

1. Identification of the Problems

Based on the phenomena above, writer identifies the problems as follows:

- a. Why does the English teacher use the various activities in writing subject?
- b. Why does the English teacher prepare the good and interest topic for the writing subject?
- c. What are the factors made by the English teacher to make class writing comfortable for the students?
- d. Why does the English teacher try to make students interested in writing subject?

2. Limitation of the Problems

Because of the limitation of the writer ability, so the problems in this research will be limited on the teachers' techniques in stimulating students' ideas in process of writing English.

3. Formulation of the Problems

Based on the limitation of the problem above, the problems in this research will be formulated into the following research question: "how are the teacher's techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu?"

D. The Reason for Choosing the Title

The reasons of the writer to conduct this research are:

1. This research is very important to discuss because it can help students in process of writing English.
2. The topic is relevant to the writer as one of the students of English Education Department.
3. As far as the writer knows, this topic has been never researched yet.

E. Objectives and Significances of the Research

1. Objectives of the Research

To know how the teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu.

2. Significances of the Research

- a. To add writer knowledge about the techniques of teacher in stimulating students' ideas in process of writing English.

- b. To give contribution knowledge for science development, especially in teaching English for language skills (listening, speaking, reading, and writing).
- c. To provide some information to the English teacher about the techniques of teacher in stimulating students' ideas in process of writing English.
- d. To complete one of the requirements intended to finish the writer study program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

RIVIEWING OF LITERATURE

A. Theoretical Framework

1. Ideas in Writing

Ideas are used in exclamations to indicate that what has been suggested (Hornby, 1995: 588).in this research, ideas are something that come from people' thinking. That means ideas are the result of our mind. In writing, we need generating our ideas. Because we need to find ways to unlock the hidden ideas we have in our minds. Furthermore, there are some techniques that we can do to stimulate our ideas. According to Brown (1994: 337), in stimulating ideas, we can use:

a. Brainstorming

Brainstorming is a method of solving problems in which all the members of suggest ideas and then discuss them. Brainstorming is one of several different ways to begin writing. Brainstorming incorporates many of the freewriting guidelines, though it's less sentence-structure. Brainstorming is when we make a list of ideas surrounding a topic. Brainstorming helps we gather the facts and experiences. To brainstorm, we must follow this formula:

- 1) Write the topic in the center of a sheet of paper and the purpose of the assignment at the top.
- 2) Using single words and phrases, write down a list of everything you can think of that relates to the topic. That includes experience, knowledge, facts, and examples.

- 3) Do not judge thoughts; let your mind be creative. Later, select the best ideas.

According to Syafi'i (2007: 119), there are two ways of brainstorming:

(a) Brainstorming by listing

Listing is one of the brainstorming techniques in which you can think about your topic and quickly make a list of whatever words or phrases come into your mind. Remember, your purpose is to produce as many ideas in possible in a short time as to find a specific focus of your topic. The following are the procedures of how to do listing in writing a paper.

- (1) Write down your general topic at the top of the paper.
- (2) Make a list of every word, phrase or sentence about the topic that comes into your mind. Do not stop or give up till the next words, phrases or sentences come. Keep the ideas flowing. The stronger you think about the word or phrase you need, the better ideas words or phrase will flow from your head. No matter if you stay on the general topic words or phrases, you can keep writing them down completely. Do not worry about it you can cross it out later.
- (3) Use words, phrases, or sentences you have got before. Don't worry about spelling or grammar mistakes or errors.

(b) Brainstorming by clustering

Clustering is another brainstorming activity that you can employ as to stimulate ideas. Here are the steps to use the technique:

- (1) Write your topic in the center of your paper and then, draw a balloon around it. This is your center or core balloon.
- (2) Then write whatever ideas come to you in balloons around the core. Think about each of these ideas and make more balloons around them.
- (3) So the richest ideas of your will produce a cluster of balloons.

b. Working in a group

Another effective way to stimulate ideas is to work in a small group where you share your brainstormed ideas with the rest of the group members. By doing this, each of you will have an opportunity to further expand your own ideas. You can follow guidelines when you working in a group:

- 1) Take turns reading your lists of changes in your field to each other.
- 2) Compare your classmates' lists to yours, looking for similarities and differences.
- 3) Mark the changes on your list that are similar.
- 4) Add to your list new ideas of changes that apply to your field.
- 5) As a group, select three changes that applied to the fields of each group member. If you have time, you can discuss these three ideas.
- 6) Choose report from your group to share your three changes with the rest of the class.

c. Freewriting

Freewriting is directed to stimulate as many ideas as possible we can write down without worrying about grammar, spelling, and punctuation, and instead, focus on a set topic or whatever comes to mind. Freewriting can also help

if we are overcome by inertia, drawing a complete blank in your effort to generate ideas to use in a paper.

Often when we write, we expand on what others have found or said. With freewriting, we want to focus on what we have found to be true. The key here is to write continuously without stopping. Don't think too much about our ideas; instead, write down anything that comes to mind. To freewrite, we must:

- 1) Write quickly for at least 10 minutes. Push yourself, even if you think you have nothing more to say.
- 2) Write freely, without correcting grammar, spelling, or punctuation.
- 3) Write without stopping to erase or cross out a word or mistake.
- 4) Write as fast as you can, without worrying about neatness.
- 5) Write without reading what you have written.
- 6) Write continuously, even if what you are writing may seem disconnected.

d. Reading

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

In addition, Hunt Andy (2005: 4042) says that techniques for generating ideas, we can use:

e. Mind-Mapping

An increasingly popular way of managing creative thinking is to generate mind map. This is essentially a method for recording ideas and associations that your brain comes up with, without restricting the order in which you have ideas. To use mind-mapping to generate some ideas, start in the middle of the page with something that represents the topic.

Before you begin to map, restate aloud the intended purpose for the writing. It might seem unnecessary and even silly to do, but do not underestimate the value of this exercise. If you have a clear sense of purpose, you will better be able to control the direction of your writing. That is, you will have an easier time selecting the important details and rejecting the unimportant ones.

2. Stimulating

Stimulating means making somebody more alert and active (Hornby, 1995: 1172). Stimulating students' interest and enjoyment to study in the classroom is very important. There are some ways that can be done by the English teachers to stimulate students' interest and enjoyment in the classroom. According to Raffini, P James (1996: 232), there are some recommendation for stimulating students' interest and enjoyment in the classroom:

- a. Find ways to get students actively involved in the learning process.
- b. Relate content objectives to students' experiences.
- c. Assess students' interest, hobbies, and extra curricular activities.
- d. Occasionally presents information and argue positions contrary to students' assumptions.

- e. Support instruction with humor, personal experiences, incidental information, and anecdotes that represents the human characteristic of the content.
- f. Use divergent questions and brainstorming activities to stimulate active involvement.
- g. Vary instructional activities while maintaining curricular focus and structure.
- h. Support spontaneity when it reinforces student academic interest.
- i. By trying to monitor vocal delivery, gestures, body movement eye contact, and facial expression, teachers can evaluate the degree of enthusiasm conveyed in their teaching.
- j. Instructional objectives should be reviewed and redefined to ensure that teachers recognize their value and are committed to ensuring that all students attain them.

3. Techniques in Stimulating Ideas

Techniques are the method of doing or performing something. The word “techniques” in this research means the methods that teacher do to stimulate students’ ideas in process of writing English. Teacher is one of the important components in teaching and learning process besides students. In other word, without a teacher the teaching and learning process cannot run well. Sudjana, Nana (1989:12) says that involving teacher in teaching and learning process is very important.

Furthermore, John, Haycraft (1978: 14-17) says that there are some simple techniques that can be done by the teachers when they teach in the class, they are:

- a. Look at all the students in the class

When we are teaching, switch our gaze evenly from one side to another, like a well regulated lighthouse. We will also have the advantage of knowing what is going on in the class the whole time, so that we are aware of who is paying attention and who is not and we can adapt our teaching accordingly.

- b. Vary your techniques for asking questions

Questions are a way of compelling the attention of our students. If someone is yawning in the back row, ask him a question. However, do not start with the name of the students we are addressing.

- c. Do not go around the class

It is better not to ask questions or to do exercise in rote around the class. Otherwise, those furthest away from the questioning know they can relax for some time before their come turns while those who have already answered can sit back.

- d. Include everyone

Make sure that everyone is called on equally. Our own warmth and feeling for our students are a crucial basis for encouragement and motivation. It is only too easy, though, to 'forget' one's own students, particularly those that sit at the back, or on the 'wings' of the class.

- e. Make sure the class is seated in the best possible way

It may be impossible to avoid having our students sitting in rows facing us. Ideally, everyone should be able to see everyone else; so that they can all participate in what is being said. Probably, the best arrangement is to have everyone ranged round the wall, in a circle.

- f. Limit teacher talking time

The more a teacher talks, the less will his students be given the opportunity of expressing themselves. Teaching English to foreigners is, therefore, not a suitable profession for someone who likes the sound of his own voice. A teacher, should, ideally, be a stimulator who gets his students to talk.

- g. Write clearly

Clear blackboard work is essential. If we have got a lot to put on the board, try and arrange it in an orderly and logical fashion, so that the whole pattern is clear.

- h. Encourage your students

There are few things so disarming as to find that we can talk no better in a foreign language than a child of two or three especially if we are an adult student. As a teacher, therefore, encourage as much as possible.

- i. Be careful with the use of grammatical terms

It is better to use as few of these as possible, apart from common ones like 'noun', 'adjective', and 'verb'. Many native speakers do not know what a conjunction is, nor difference between a gerund and a participle.

j. Encourage your students to practice English outside the classroom

Often, a teacher makes less progress with his students, although he is competent in class, simply because he does not get his students to do homework and to read books, outside the classroom. The classroom should in fact act as a generator to all sorts of English studies outside it.

k. Take account of different levels within the class

Ideally, there should be enough chance of promotion or demotion from class to class for this not to be a problem. However, school organization often cannot cope with this, and even a class where the level is fairly uniform will have differences with particular skills, another will have a larger vocabulary but bad pronunciation, and so on.

l. Deal with individual problems

It is often to deal with individual problems after the class. The students concerned will feel that we really care about his progress if we spend additional time on him.

m. Correct your students

Much depends here on the situation in class. However, even in the middle of a discussion in English it is possible to state the correct phrase or word, gently, while not interrupting the students.

n. Pair and group work

To give more practice in spoken English to our class, break them up into pairs or small group. This encourages those who are shyer or reluctant to

participate. With bigger classes, it can also stimulate conversation, although close supervision is necessary.

o. Use their name correctly

If we are teaching other nationalities, make sure we pronounce our students' names correctly. If we do not they may begin to feel that we are hardly in a position to correct their pronunciation.

From the statement above, it is clear that teacher is a crucial in teaching and learning process. As one of the important components in teaching and learning process, teacher must know the role that they must do when teaching and learning process. According to Brown, (1994:160) there are some roles of the teacher in teaching English, they are:

1) the teacher as controller

The teacher is demanded to be able to control what the students do, when they should speak, and what language forms they should use.

2) The teacher as director

In the classroom interactive, the teacher is like a conductor of an orchestra or a director of drama, it means that the teacher keep the learning process run smoothing and efficiently

3) The teacher as manager

The teacher plans lessons and modules and course so that the objectives can be achieved

4) The teacher as facilitator

The teacher facilitates the process of learning, making learning easier for students, helping them to clear away roadblock, finding short cuts and negotiating rough terrain

5) The teacher as resource

The teacher advises and counsels the students, when they have something to ask.

In addition, Hughey et al (1983:42) say that in teaching English, especially in writing subject, there are some roles for the teacher. They are:

1. Teacher brings particular attitudes to the classroom

In this case the teacher is:

a) *Teachers perceive their students as writers.*

Students want to write because the human desire to communicate is a basic need. Writing is frequently perceived as difficult, but students will write, and write well when the teacher approaches the writing process firm in the conviction that students will achieve success. Teachers create “communicative settings” with their students in which they never “talk down” but instead “talk cross” to their students.

b) *Teachers believe in sharing their own writing efforts and writing with their students.*

Many students approach writing task with trepidation, anger, frustration, and stubbornness, teachers are frequently working with less than cooperative writers. To help students overcome these feelings and develop more

positive attitudes, teachers should be sure that students see their teacher's efforts as they approach writing tasks.

c) Teachers are flexible.

Teachers recognize that all students do not enter the writing classroom with the same skills. Students represent a multitude of backgrounds and abilities; therefore, we need to design programs and individualized lessons which begin where the students are, not where the syllabus says should be. The flexible teacher, then, provides students with assignments and writing opportunities which reflect a broad range of interest, lend themselves to different viewpoints, relate to the students' experiences, and vary in their stylistic complexity.

d) Teachers are sensitive.

The teacher is accessible to students, taking time to listen to students as they discuss their hopes, aspirations, dreams, and frustrations. The teacher recognizes that the students' experiences are the framework of their writing activities. Therefore, the teacher attaches as much importance to what students say as to how students say it.

e) Teachers are supportive-encouraging independence.

Students have different learning styles as well as different goals for learning a language. Students learn English for a variety of reasons, some academic, some vocational, and some for survival teachers need to have students do the kinds of writing in the class going to be doing in the future. Therefore, teachers must develop activities with which the student is successful.

2. Teacher is relying on a broad base of knowledge

Several broad areas should be at the command of teachers in order for them to best meet the needs of their students.

a) The teachers understand the multiple phases of the writing process

Recognizing that writing is a creative, active, and recursive process enables teachers to provide activities and design assignments that will stimulate, motivate, and reinforce writers as they move through phases of the process.

b) The teachers recognize the factors involved in second language learning

Those involved in teaching a foreign language generally agree on the following three points: learning a foreign language can be an awesome task for most people, some language learners are more successful than others in an identical situation, and for particular individuals some aspects of language learning are more easily mastered than others.

c) The teacher is familiar with the variety of learning strategies employed

In teaching writing, a teacher must have the variety of learning strategies so that students are not bored in teaching and learning process. First strategy students' use is practice, or the conscious effort of students to increase their exposure to the language. Second the students focus more on the meaning conveyed than on the rules learned to convey the message. Third strategy students employ to learn a language is monitoring, a strategy in which language learners 'monitor', or analyze their written or spoken production according to the formalized information they have about a language. Fourth strategy employed by students is the use of inference, a strategy in which they use various bits and

pieces of information they have about language to discover some new information.

d) The teacher recognizes the factors which influence successful language learning

Teachers are aware that a number of factors such as age, ability, method of instruction, attitude, motivation, and personal flexibility influence individuals. Attitude, motivation, and personal flexibility seem to be more crucial to success writing in English.

e) The teacher possesses a thorough knowledge of the subject

Besides recognizing the complexities of the writing process, the teacher is familiar with other aspects of the English language. The teacher is familiar with the origins of the language and is able to use this knowledge to help students arrange and classify information that they have already acquired about the language.

f) The teacher understands the additional complexities involved in learning the writing process for the ESL writer

To create the context for learning, Raimes, (in Hughey, 1983: 47) suggests that the teacher must deal with three points: The content for composition, the rhetorical structure generated by the content, and the syntactic structures generated by the rhetorical structures. The teacher's task becomes one of selection and prediction. Crucial is the selection of the content.

g) The teacher utilizes practical observation

Successful teachers observe their students closely and note what technique works. That is, they look at the reactions of their students and writing efforts, both successful and unsuccessful, and analyze their teaching efforts.

3. Teacher brings his/her skill to the classroom

The successful teachers establish a program built on the belief that the students are an active participant. Teachers must have at their disposal a variety of techniques and methods which give students practice with writing. Because students are involved in a discovery method through which they learn to write by writing, teachers consider the following points as they develop a writing curriculum:

- a) They keep the writing task clear, simple, and straightforward.
- b) They teach the writing process.
- c) They analyze and diagnose a writing product.
- d) They establish short term and long term goals for each student.
- e) They balance classroom activities, providing some for individuals and some for groups.
- f) They develop meaningful assignments.
- g) They provide a real audience: an audience other than the teacher.
- h) They make student papers available to students; they allow students to see their own body of work develop.
- i) They move from the known to the unknown and utilize the students' previous knowledge.

- j) They provide writing activities which reinforce reading, listening, and speaking skills.
- k) They provide heuristics for invention, purpose, and audience.
- l) They outline clearly the goals for each writing assignment.
- m) They teach the principle rules, conventions, and guidelines of writing as a means to develop thoughts, order ideas, and communicate these ideas in a significant way.

Based on the explanation above, it is clear that the role of the teacher is crucial to help students become good writer. Besides, the roles can make teacher more than responsibility about his/her job as a guide for students in learning writing.

Furthermore, Brown (1994: 320-323) there are three considerations for an English teacher prepare to teach writing subject:

1. Process vs. product, in teaching writing, beginning to develop what is now termed the process approach to writing instruction. Process approaches do most of the following:
 - a) Focus on the process of writing that leads to the final written product.
 - b) Help student writers understand their own composing process.
 - c) Help them build repertoires of strategies for prewriting, drafting, and rewriting.
 - d) Give students time to write and rewrite.
 - e) Place central importance on the process of revision.
 - f) Let students discover what they want to say as to write.

- g) Give students feedback throughout the composing process to consider as they attempt to bring their expression closer and closer to intention.
- h) Encourage feedback both from the instructor and peers.
- i) Include individual conferences between teacher and students during the process of composition.

2. Contrastive rhetoric

3. Authenticity

Furthermore, a teacher must have techniques when he/she teaches. Techniques that teacher uses in learning process can influence students' achievement in their lesson. Because of that, a teacher must use suitable technique in teaching. Brown (1994:330-332) says that there are some principles for designing writing techniques:

- a) Incorporate practice of "good" writers
- b) Balance process and product; make sure that the application of the process principle does not detract from a careful focus on the product as well.
- c) Account for cultural/literary backgrounds; make sure that our techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrast between students' native traditions and those that we are trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then by degrees perhaps, bring them to the use of acceptable English rhetoric.
- d) Connect reading and writing; clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing,

or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

- e) Provide as much authentic writing as possible; whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clearly to the students. Writing that is shared with other students in the class is one way to add authenticity.
- f) Frame the techniques in terms of prewriting, drafting, and revising stages; process writing approaches tend to be framed in three stages of writing. In prewriting stages encourages the generation of ideas, which can happen in numerous ways:
 - 1) Reading a passage
 - 2) Skimming and scanning a passage
 - 3) Conducting some outside research
 - 4) Brainstorming
 - 5) Listing
 - 6) Clustering
 - 7) Discussing a topic or question
 - 8) Instructor initiated questions and probes
 - 9) Freewriting
- g) Techniques should be as interactive as possible;
- h) Sensitive apply methods of responding to and correcting students' writing.

- i) Clearly instruct on the rhetorical, formal, conventions of writing.
- j) Make final evaluation of writing consistent with overall approach;

In addition, Marianne and Murcia (1979:189-191) there are some suggestion regarding techniques that might be used in a composition program, they are:

- a. The controlled expression method
- b. The free expression method
- c. The literary model method
- d. The rhetorical method

The techniques used by a teacher in teaching writing can make the students develop their writing ability. Besides, the techniques usually influence learning achievement.

4. The Nature of Writing

Writing means the activity or occupation of writing. (Hornby, 1995:1383). It means writing is an activity that is done by a writer to express his/her feelings or ideas in written language. Generally, writing can be described as the ability of person to express their ideas, feeling, or something in his or her mind to the other by using the written language. Hughey et al (1983:33) say that through writing we express our feelings, our hopes, dreams, and joys as well as our fears, angers, and frustrations. In addition, Marianne and Murcia (1979:187) say that writing is the ability to express one's ideas in written form. The ideas can come from his/her personal experiences, social conditions, deep imagination, etc. Writing is very important to us in learning a language, because some purposes in

learning a language is to be able to communicate the language by using written language.

Furthermore, Jeremy Harmer (1998: 79) the reasons for teaching writing to students are:

- a. Reinforcement, some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.
- b. Language development, we can be sure, but it seems that the actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.
- c. Learning style, some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners.
- d. Writing as a skill, by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading.

5. The Process of Writing

The process of writing means the rules that we must do when we write. Because of to get good writing, we need some process. Oshima and Hogue (in Syafi'i, 2007:113) say that writing is not a spontaneous product. In addition,

Syafi'i (2007:114) there are four main stage in the process of writing: prewriting, planning, real writing, revising the drafts, and writing the final drafts as the product of writing work.

1). Prewriting

Prewriting is thinking before writing, it means we try to find something in our mind that we will express in written language. Many strategies that we can use when prewriting, they are: brainstorming, freewriting, clustering, and mapping. Prewriting is the creative phase that allows to uncritically coming up with ideas and material. Anything goes here, and the goal is to jot down whatever comes to mind. This process will eventually lead to home in on a specific topic. Prewriting is a type of creative writing that is done to generate ideas.

2). Planning

In the planning process, we need to organize the ideas generated by brainstorming. We can make an outline from a brainstorming list.

3). Real writing and Revising Draft

In this process, we can star to write and revise several drafts until we can produce a writing product as a result of our writing process. But, in this process our writing is not perfect yet, so we need to improve the draft of our writing. The processes are as follows:

- a) Write down who audience will be and the purpose of the writing is.
- b) Write down the topic sentence and underline it.

- c) Skip one or two, lines per line of writing and leave margins of one inch on both sides of the paper.
- d) Write the paragraph, following the outline as closely as possible.
- e) Do not worry about grammar, punctuation, or spelling.

4). *Writing the final drafts*

The last process in writing is writing the final drafts. In this process, we must believe that we are very satisfied about our writing product.

Furthermore, Reid M. Joy (1988:14) says that there are some processes of writing a paragraph, they are:

- a) Choose the subject that you know about
- b) Identify the audience
- c) Narrow subject to a topic that will interest the audience
- d) Collect some ideas about the topic
- e) List details some of the ideas that will interest the audience
- f) Limit the ideas to the most important ones that you want to communicate
- g) State the main idea of the paragraph in the topic sentence
- h) The point paragraph
- i) Write the paragraph using the details that have listed

6. The Purpose of Writing

When we write something, automatically we have a purpose why we write. The purpose of a piece of writing will determine the rhetorical form chosen for it. In fact, there is some purpose why someone writes. According to Elizabeth McMahan and Susan Day (1984: 9), you will write for other people and for some

definite purposes, usually to inform, to entertain, or to persuade. In addition, Reid M. Joy (1993:217) says that the purpose for writing include informing, persuading, and/or entertaining the audiences.

If the purpose of writing is to inform, we need to think about how to present our information to specific audience effectively. An article that tries to persuade readers, in other words, a persuasive article will be organized in one way, and an expository article will be organized in another way.

B. Relevant Research

There are many previous researches regarding with this research, one of which was researched by Hasna Wilda (2005). In her research, she discussed about the factors that influence the students' motivation in learning writing. She found out that the motivation consist of various aspects, such as emotion is excitement of the feeling, desire is a inner drive is a pressure to do something from inside. The similar research was also conducted by Wida Afriani (2009) with the title is "The Efforts of Teacher to Increase Students' English Skill in Speaking by Using Discussion Method". The result of the study shows that the efforts of teacher to increase students' English skill in speaking by using discussion method are very good. In teaching process the teacher has given good discussion for the students and makes them brave to speak in discussion.

Based on the two titles above, the writer is interested in investigating another problem, which is not yet discussed in the previous researches. The problem is focused on the teachers' techniques in stimulating students' ideas in process of writing English.

C. Operational Concept

The theoretical framework stated above is still general and abstract forms. Therefore, it is necessary to interpret into particular words in order being easy to be measured empirically. The operational concept of the techniques of teachers in stimulating students' ideas in process of writing English in this research can be seen in the following indicators:

1. Brainstorming:

- a. The teacher creates students motivation in writing subject.
- b. The teacher explains about the steps of writing English.
- c. The teacher prepares an interesting topic that related with students' experience in writing subject.
- d. The teacher gives question for the students about the topic.
- e. The teacher gives opportunity to the students to ask about the topic.

2. Freewriting

- a. The teacher gives some list of words that related with the topic.

3. Mind-Mapping

- a. The teacher asks students to make mind mapping based on the topic.

4. Reading

- a. The teacher gives one example of writing product.
- b. The teacher asks students to read the example.

5. Working in a group

- a. The teacher asks the students to makes a small group to discuss the topic.

CHAPTER III

THE METHODOLOGY OF RESEARCH

A. Research Design

The method that is used in this research is descriptive method. Descriptive method is a method that involves the collection of data for the purpose of describing existing condition. While Bets 1979 (in Syafi'i 2007:173) says that the descriptive method describes and interprets what condition or relationship that exist, opinion that are held, processes that are going on, effects that are evident or trends that are developing. In addition, Gay L.R and Peter Airasian (2000:275) say that a descriptive study determines and describes the way things are. Typical descriptive studies are concerned with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures.

B. Location and Time of the Research

The research had been conducted from February until April 2010. The location of the research was at MA As-Shohwah Islamiyah Ujungbatu.

C. Subject and Object of the Research

The subject of this research was the English teacher who is teaching at MA As-Shohwah Islamiyah Ujungbatu. The object of this research was the techniques of teachers in stimualting students' ideas in process of writing English.

D. Population and Sample of the Research

The population of this research was the teacher at the MA As-Shohwah Islamiyah Ujungbatu. The number of teacher was only two teachers. Because of the number of population was relatively small, the sample used was total sampling.

TABLE I
NAMES OF ENGLISH TEACHERS
AT MA AS-SHOHWAH ISLAMIYAH UJUNGBATU

NO	NAME	GRADUATED
1.	Riza Puspa Sari, S. Pd	UNP
2.	Ernita Warnalis, SS	UNP

E. Technique of Data Collection

In this research, instruments were being used to collect the data needed, they are:

1. Observation

This method was carried out to observe the problems dealing the techniques of teachers in stimulating students' ideas in process of writing English. In this technique the writer did observation directly about the techniques of teachers in stimulating students' ideas in process of writing English. The observation item was administrated based on the operational concept.

F. Technique of Data Analysis

In order to get the individual score of teacher, the data was analyzed by using formula bellow:

$$P = \frac{F}{N} \times 100\%$$

Note: P = Percentage

F = Frequency of score

N = The total of score

To make the analysis easy to be identified it was very crucial to make the percentage scales as follows:

1. 76 % - 100 % = Good
2. 56 % - 75 % = Fair
3. 40 % - 55 % = Less
4. Less than 40% = Bad

Arikunto (1996:244)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

In this data presentation, the writer presents the result of the research findings gained through the instruments. The instrument used by the writer was observation. Previously, it has been that the objective of this research is to know how are the teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu.

Therefore, in collecting data about the teachers' techniques in stimulating students' ideas in process of writing English, the writer uses observation technique. While, in the observation format, the writer used two alternative answers "yes" and "no". "Yes" answer indicated the implemented technique, otherwise, "No" answer indicated that techniques are not implemented.

1. The Teachers' Techniques in Stimulating Students' Ideas in Process of Writing English

The data below presents the result of observation toward the teachers' techniques in stimulating students' ideas in process of writing English. This observation was done toward English teacher "A" and "B" for five meetings. The result of observation can be seen in the following explanation:

TABLE II
Observation Recapitulation of the Teacher's Techniques "A"
in stimulating Students' Ideas in Process of Writing English

No	Observation Items	F	FK	P
1	2	3	4	5
1.	The teacher creates students' motivation in writing subject	5	5	10%
2.	The teacher explains about the steps of writing English	3	8	6%
3.	The teacher prepares an interesting topic that related with students' experience in writing subject	2	10	4%
4.	The teacher gives question for the students about the topic.	2	12	4%
5.	The teacher gives opportunity to the students to ask about the topic.	2	14	4%
6.	The teacher gives some list of words that related with the topic	2	16	4%
7.	The teacher asks students to make mind mapping based on the topic.	2	18	4%
8.	The teacher gives one example of writing product.	3	21	6%
9.	The teacher asks students to read the example	3	24	6%
10.	The teacher asks the students to makes a small group to discuss the topic.	2	26	4%
TOTAL		26		52%

In other words, the English teacher "A" has implemented the aspects of observation are as follows:

- 1) The teacher creates students motivation in writing subject was 10%.
- 2) The teacher explains about the steps of writing English was 6%.
- 3) The teacher prepares an interesting topic that related with students' experience in writing subject was 4%.

- 4) The teacher gives question for the students about the topic was 4%.
- 5) The teacher gives opportunity to the students to ask about the topic was 4%.
- 6) The teacher gives some list of words that related with the topic was 4%.
- 7) The teacher asks students to make mind mapping based on the topic was 4%.
- 8) The teacher gives one example of writing product was 6%.
- 9) The teacher asks students to read the example was 6%.
- 10) The teacher asks the students to makes a small group to discuss the topic was 4%.

TABLE III
Observation Recapitulation of the English Teacher's Techniques "B"
in stimulating Students' Ideas in Process of Writing English

No	Observation Items	F	FK	P
1	2	3	4	5
1.	The teacher creates students motivation in writing subject.	3	3	6%
2.	The teacher explains about the steps of writing English.	4	7	8%
3.	The teacher prepares an interesting topic that related with students' experience in writing subject.	3	10	6%
4.	The teacher gives question for the students about the topic	3	13	6%
5.	The teacher gives opportunity to the students to ask about the topic	3	16	6%
6.	The teacher gives some list of words that related with the topic	3	19	6%
7.	The teacher asks students to make mind mapping based on the topic	3	22	6%
8.	The teacher gives one example of writing product	2	24	4%
9.	The teacher asks students to read the example	2	26	4%
10.	The teacher asks students to makes a small group to discuss the topic	3	29	6%
TOTAL		29		58%

In other words, the English teacher "B" has implemented the aspects of observation are as follows:

1. The teacher creates students motivation in writing subject was 6%.
2. The teacher explains about the steps of writing English was 8%.

3. The teacher prepares an interesting topic that related with students' experience in writing subject was 6%.
4. The teacher gives question for the students about the topic was 6%.
5. The teacher gives opportunity to the students to ask about the topic was 6%.
6. The teacher gives some list of words that related with the topic was 6%.
7. The teacher asks students to make mind mapping based on the topic was 6%.
8. The teacher gives one example of writing product was 4%.
9. The teacher asks students to read the example was 4%.
10. The teacher asks the students to makes a small group to discus the topic was 6%.

TABLE IV
The Recapitulation of the English Teachers Techniques “A” and “B”
in Stimulating Students' Ideas in Process of Writing English

Teachers	Yes		No		Number	P
	F	P	F	P		
A	26	52%	24	48%	50	100%
B	29	58%	21	42%	50	100%
TOTAL	55	55%	45	45%	100	100%

B. The Data Analysis

Data analysis means to analyze the result of research from observation.

The writer used the descriptive quantitative technique to analyze the data.

Descriptive quantitative techniques use percentage or digit.

In order to get the results of the data, the data are analyzed by using formula bellow:

$$P = \frac{F}{N} \times 100\%$$

Note: P = Percentage

F = Frequency of score

N = The total of score

To make the analysis easy to be identified, it is very crucial to make the percentage scales as follows:

1. 76% - 100% = Good

2. 56% - 75% = Fair

3. 40% - 55% = Less

4. 0% - 33% = Bad

1. The Teachers' Techniques in Stimulating Students' Ideas in Process of Writing English

Based on the formulation of the problems "How are the teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu", the data analysis can be seen in the following table.

TABLE V
The Recapitulation of the English Teachers' Techniques
In Stimulating Students' Ideas in Process of Writing English

The Table Aspect	Yes		No		Number	P
	F	P	F	P		
1	8	80%	2	20%	10	100%
2	7	70%	3	30%	10	100%
3	5	50%	5	50%	10	100%
4	5	50%	5	50%	10	100%
5	5	50%	5	50%	10	100%
6	5	50%	5	50%	10	100%
7	5	50%	5	50%	10	100%
8	5	50%	5	50%	10	100%
9	5	50%	5	50%	10	100%
10	5	50%	5	50%	10	100%
TOTAL	55	55%	45	45%	100	100%

The table above shows that the English teachers' techniques in stimulating students' ideas observation are as bellows:

1. The teacher creates students motivation in writing subject was 80%.
2. The teacher explains about the steps of writing English was 70%.
3. The teacher prepares an interesting topic that related with students' experience in writing subject was 50%.
4. The teacher gives question for the students about the topic was 50%.
5. The teacher gives opportunity to the students to ask about the topic was 50%.
6. The teacher gives some list of words that related with the topic was 50%.
7. The teacher asks students to make mind mapping based on the topic was 50%.
8. The teacher gives one example of writing product was 50%.

9. The teacher asks students to read the example was 50%.
10. The teacher asks the students to makes a small group to discus the topic was 50%.

The table VI shows that the techniques of English teacher “A”, in 1st, 2nd, 3rd, 4th and 5th observation is 52%, and the techniques of English teacher “B”, in 1st, 2nd, 3rd, 4th and 5th observation is 58%. While, the recapitulation of the techniques of English teachers “A”, and “B” in stimulating students’ ideas in process of writing English can analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$\text{The total of “Yes”} = P = \frac{55}{100} \times 100 = 55\%$$

$$\text{The total of “No”} = P = \frac{45}{100} \times 100 = 45\%$$

By this formula, it is found that the percentage of the techniques of English teachers is 55%. It is classified into “**Less**”.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer makes conclusion as follow:

The teachers' techniques in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu. After conducting the research, the writer found that the teachers' techniques in stimulating students' ideas in process of writing English are categorized into less. The percentage the teachers' techniques in stimulating students' ideas in process of writing English is 55%.

There are some techniques that are often implemented by the English teachers in stimulating students' ideas in process of writing English, they are:

1. The teacher creates students motivation in writing subject.
2. The teacher explains about the steps of writing English.

Furthermore, there are some techniques that are seldom implemented by the English teachers in stimulating students' ideas in process of writing English, they are:

1. The teacher prepares an interesting topic that related with students' experience in writing subject.
2. The teacher gives question for the students about the topic.
3. The teacher gives opportunity to the students to ask about the topic.

4. The teacher gives some list of words that related with the topic.
5. The teacher asks students to make mind mapping based on the topic.
6. The teacher gives one example of writing product.
7. The teacher asks students to read the example.
8. The teacher asks the students to makes a small group to discus the topic.

B. Suggestion

After carrying out the research and explain the efforts of teachers in stimulating students' ideas in process of writing English at MA As-Shohwah Islamiyah Ujungbatu, the writer wants to deliver some suggestions:

1. The English teachers are suggested to give more attention to the students and apply teaching and learning English as interesting as possible to the students.
2. The English teachers are suggested to do some techniques in improving students' writing ability.
3. The English teachers are suggested to have some kind of techniques or way in teaching writing.
4. The students are suggested to study hard to improve their writing ability.
5. The students are suggested to practice writing activity at home.

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CURRICULUM VITAE



Penulis dilahirkan pada tanggal 12 Agustus 1988 di Pendalian, Kecamatan Pendalian Kabupaten Rokan Hulu, sebagai anak ke-tujuh dari tujuh bersaudara pasangan Bapak H.M. Yusuf dan Ibu Syamtiar. Penulis menyelesaikan pendidikan formal pada Sekolah Dasar Negeri 006 Pendalian pada tahun 2000. Selanjutnya penulis melanjutkan pendidikan ke MTS As-Shohwah Islamiyah Ujungbatu, dan selesai pada tahun 2003, dan seterusnya melanjutkan ke MA As-Shohwah Islamiyah Ujungbatu. dan selesai pada tahun 2006 dengan Jurusan Ilmu Pengetahuan Sosial (IPS).

Pada tahun 2006 penulis melanjutkan pendidikan ke Perguruan Tinggi Universitas Islam Negeri Sultan Syarif Kasim Riau lewat jalur PBUD dan diterima pada Fakultas Tarbiyah dan Keguruan dengan Jurusan Bahasa Inggris. Penulis dinyatakan lulus dalam ujian sarjana pada tanggal 25 Agustus 2010 dengan judul skripsi *“The Teachers’ Techniques in Stimulating Students’ Ideas in Process of Writing English at Madrasah Aliyah As-Shohwah Islamiyah Ujungbatu”*.

Cp: 081268419347